

ORIGINAL

Linking Teachers' Universal Sport Values to Students' Moral Decision-Making in Youth Sport: A Multilevel Analysis

Vinculando los Valores Universales del Deporte de los Docentes con la Toma de Decisiones Morales de los Estudiantes en el Deporte Juvenil: Un Análisis Multinivel

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ABSTRACT

Introduction: this study investigated the relationship between teachers' universal sport values (UVS) and students' attitudes toward moral decision-making in youth sport (AMDYS). Although teachers are widely recognized as central agents in values education, little empirical evidence exists on how their personal orientations shape students' ethical reasoning. This study aims to provide empirical insights into how value orientations at the teacher level may shape students' ethical reasoning in sport, thereby offering practical implications for strengthening values education in physical education curricula.

Method: a multilevel design was employed with data from 10 physical education teachers and 205 students in Bandung, Indonesia. Instruments included the Universal Values in Sport (UVS) questionnaire and the Attitudes to Moral Decision-Making in Youth Sport Questionnaire-2 (AMDYSQ-2). Linear Mixed Models (LMM) were used to account for the hierarchical structure of students nested within teachers, with random intercepts specified at the teacher level.

Results: the analysis revealed significant between-teacher variance (Intercept variance = 14,87, Wald Z = 2,88, p = 0,004), with an intraclass correlation coefficient (ICC) of 0,33, indicating that one-third of the variance in AMDYS was attributable to teacher-level differences. Fixed effects analysis showed that student gender (F = 4,14, p = 0,043) and teachers' years of teaching experience (F = 9,74, p = 0,004) significantly predicted AMDYS. Male students reported higher AMDYS scores than females (Mean Difference = 1,65, 95 % CI [0,05, 3,25]), reflecting greater acceptance of cheating and gamesmanship. Students taught by moderately experienced teachers demonstrated stronger moral decision-making compared to those taught by novice or senior teachers. In contrast, teachers' UVS dimensions, employment status, and school type were not significant predictors.

Conclusions: the findings underscore that teacher experience and student gender exert stronger influences on students' moral decision-making than teachers' personal value orientations. Possessing sport values alone was insufficient unless they were intentionally and systematically embedded in pedagogical practice. The study emphasizes the significance of professional development programs in equipping teachers with structured strategies for integrating values education into physical education curricula.

Keywords: Sport Values; Moral Decision-making; Physical Education; Teachers; Youth Sport.

RESUMEN

Introducción: este estudio investigó la relación entre los valores universales del deporte (UVS) del profesorado y las actitudes del alumnado hacia la toma de decisiones morales en el deporte juvenil (AMDYS). Si bien el profesorado es ampliamente reconocido como un agente central en la educación en valores, existe poca evidencia empírica sobre cómo sus orientaciones personales influyen en el razonamiento ético del alumnado. Este estudio tiene como objetivo proporcionar evidencias empíricas sobre cómo las orientaciones en valores a nivel del profesorado pueden configurar el razonamiento ético del alumnado en el deporte, ofreciendo así implicaciones prácticas para el fortalecimiento de la educación en valores en los planes de estudio de educación física.

Método: se empleó un diseño multinivel con datos de 10 profesores de educación física y 205 estudiantes en Bandung, Indonesia. Los instrumentos incluyeron el cuestionario de Valores Universales en el Deporte (UVS) y el Cuestionario de Actitudes hacia la Toma de Decisiones Morales en el Deporte Juvenil-2 (AMDYSQ-2). Se utilizaron Modelos Lineales Mixtos (MML) para explicar la estructura jerárquica del alumnado dentro del profesorado, con intersecciones aleatorias especificadas a nivel del profesorado.

Resultados: el análisis reveló una varianza significativa entre docentes (varianza del intercepto = 14,87, Z de Wald = 2,88, $p = 0,004$), con un coeficiente de correlación intraclase (CCI) de 0,33, lo que indica que un tercio de la varianza en la escala AMDYS se atribuyó a diferencias entre docentes. El análisis de efectos fijos mostró que el género del estudiante ($F = 4,14$, $p = 0,043$) y los años de experiencia docente de los docentes ($F = 9,74$, $p = 0,004$) predijeron significativamente la AMDYS. Los estudiantes varones reportaron puntuaciones más altas en la escala AMDYS que las mujeres (diferencia de medias = 1,65, IC del 95 % [0,05, 3,25]), lo que refleja una mayor aceptación de las trampas y la astucia. Los estudiantes con docentes con experiencia moderada demostraron una toma de decisiones morales más sólida en comparación con aquellos con docentes noveles o experimentados. Por el contrario, las dimensiones de la UVS, la situación laboral y el tipo de escuela de los docentes no fueron predictores significativos.

Conclusiones: los hallazgos subrayan que la experiencia docente y el género del alumnado influyen más en la toma de decisiones morales del alumnado que las orientaciones personales de valores del profesorado. Poseer valores deportivos por sí solo no era suficiente a menos que se integraran de forma intencionada y sistemática en la práctica pedagógica. El estudio destaca la importancia de los programas de desarrollo profesional para dotar al profesorado de estrategias estructuradas que permitan integrar la educación en valores en los currículos de educación física.

Palabras clave: Valores Deportivos; Toma de Decisiones Morales; Educación Física; Docentes; Deporte Juvenil.

INTRODUCTION

Values education plays a pivotal role in moral and character development by systematically integrating ethical principles into curricula and learning processes. Prior research has demonstrated that value-based education has a positive impact on students' social awareness, empathy, and responsibility, while also reducing negative behaviors.⁽¹⁾ Planned approaches, positive habits, teacher role modeling, and the integration of moral values into subjects contribute significantly to cultivating responsibility, honesty, respect, tolerance, and social concern among students.⁽²⁾ Moreover, the development of curricula grounded in moral values has been found to strengthen students' honesty and discipline while enhancing learning participation.⁽³⁾ Philosophical inquiry approaches, such as structured reflection and discussion, create communities of shared inquiry where values are embedded in collective learning. Schools that emphasize moral values are thus more likely to foster holistic and balanced character development in students, integrating ethical principles with intellectual growth.⁽⁴⁾ Nonetheless, challenges such as insufficient educator training, lack of managerial support, and communication gaps remain significant, requiring collaborative efforts between parents, communities, and educators.^(5,6) This resonates with findings in Indonesia, where values education through sport is inconsistently implemented, often relying on incidental experiences rather than structured approaches.⁽⁷⁾

Research further demonstrates that integrated character education curricula supported by role-model pedagogy are among the most effective strategies, with respect and responsibility identified as the dominant values prioritized by teachers.⁽⁸⁾ Innovative approaches, such as socioscientific issue-based instruction, have also proven effective in developing ecological responsibility and moral compassion.⁽⁹⁾ Similarly, cultural integration enhances character development, as evidenced by the Sukuraga puppet program, which successfully improved tolerance and responsibility among elementary school students.⁽¹⁰⁾ Despite these advances, gaps remain in existing curricula, with many essential values absent from teaching materials, thereby undermining educational effectiveness.⁽¹¹⁾ Other studies emphasize that moral and character development can be strengthened through

faith-based or discipline-specific education. For example, legal education benefits from structured frameworks, such as Evocation-Realization of Meaning-Reflection, to enhance moral reasoning.⁽¹²⁾ Ultimately, the success of values education requires teachers' pedagogical competence, institutional support, and the systematic integration of a curriculum.⁽¹³⁾ In Indonesia, youth sport values differ between rural and urban students,⁽¹⁴⁾ indicating that contextual and socio-cultural factors must also be considered in value-based curricula.

Physical education (PE) has emerged as a particularly effective medium for fostering values and moral reasoning. PE contexts provide opportunities for students' character development through diverse pedagogical approaches.^(15,16) Preservice teachers frequently identify respect, honesty, and perseverance as essential values within PE curricula, applying strategies such as role-play, games, and modeling to promote their internalization.⁽¹⁷⁾ Studies further highlight the role of PE in strengthening civic and social values—including responsibility, tolerance, justice, and cooperation, which directly contribute to harmonious coexistence in educational settings.⁽¹⁸⁾ Models such as Teaching Personal and Social Responsibility (TPSR) have proven effective in developing respect, equality, and discipline among adolescents. Beyond physical and cognitive benefits, PE contributes to holistic human development across moral, psychosocial, and emotional domains,⁽¹⁹⁾ while also fostering reasoning skills through reflection and ethical dialogue.⁽²⁰⁾ Recent studies in Indonesian PE classrooms also show that moral values consistently emerge as the strongest dimension compared to competence and status, confirming PE's pivotal role in shaping ethical behavior.⁽²¹⁾

Physical education teachers thus hold a fundamental role as social agents, mediating values through curricula and modeling behaviors in practice.⁽¹⁷⁾ Their responsibility includes deliberately and consistently embedding value education into professional practice while creating safe and conducive learning environments for students to explore core human values and basic human rights. To achieve this, teachers are encouraged to employ interactive strategies, such as role-playing, games, and reflective discussions, based on experiential learning theory. These strategies enable students to critically analyze and internalize values in collaboration with their peers. Effective values education in PE also requires qualified and competent teachers equipped with instructional models such as Sport Education, TPSR, and Cooperative Learning, all of which have been shown to enhance students' affective development.⁽¹⁹⁾ Moreover, teachers should adopt learner-centered and value-driven approaches, particularly in multicultural school settings, while fostering collaboration with parents and school leaders to strengthen the holistic formation of values in students.⁽¹⁸⁾ Empirical evidence supports this with showing that teachers and coaches exert greater influence on youth sport values than peers or family, emphasizing schools' central role in value transmission.⁽²²⁾

Research on the relationship between youth sport values and behavioral outcomes reveals complex dynamics. Moral values have been shown to have a negative correlation with antisocial behavior, while status values demonstrate a positive association with such conduct.⁽²³⁾ Sport also provides a setting for developing life skills such as goal-setting, emotional regulation, and communication, which predict lower antisocial tendencies and higher moral engagement.⁽²⁴⁾ Other psychological constructs, such as mental toughness and personality traits, also play roles: responsibility and extraversion are linked to prosocial behavior, whereas neuroticism correlates with antisocial tendencies.^(25,26) Nevertheless, competitive sports do not automatically foster prosocial behavior, as certain contexts, such as football, are more prone to aggression.⁽²⁷⁾ Coaches' values significantly influence athletes' moral reasoning,⁽²⁸⁾ while perfectionist tendencies may hinder prosocial development.⁽²⁹⁾ Similarly, studies on cheating and antisocial behavior highlight the influence of motivational climates: mastery-oriented environments reduce unethical conduct. However, performance-oriented or disempowering climates increase the acceptance of cheating and gamesmanship.^(30,31) Athletes' moral attitudes not only predict but also explain actual cheating behaviors during competition.⁽³²⁾ Moreover, factors such as peer group norms, team membership, and exposure to aggressive environments^(33,34,35) have been shown to explain substantial variance in both prosocial and antisocial behaviors among adolescent athletes. In the Indonesian context, moral values reduced acceptance of cheating while status values increased tolerance for unethical practices.⁽³⁶⁾ Complementarily, another study revealed gender differences, where boys reported higher acceptance of cheating and gamesmanship compared to girls, although both genders maintained similar perspectives on keeping winning in proportion.⁽³⁷⁾ These findings reinforce the urgency of examining youth sport values and moral decision-making within culturally specific school settings.

Despite increasing scholarly attention to youth sport values and moral decision-making, most studies have focused on athletes' individual values, gender-based differences, or socio-demographic contexts.^(14,37) Limited research has examined how teachers' own sport values influence their students' ethical attitudes and decision-making in school-based physical education. This gap is critical, as teachers act not only as instructors but also as role models who transmit moral, competence, and status values to their students.^(21,22) Building on recent findings that moral values reduce acceptance of cheating. In contrast, status values increase tolerance for unethical practices among youth athletes,⁽³⁶⁾ this study seeks to explore the linkage between teachers' universal sport values and students' moral decision-making in youth sports (AMDYS) in the Indonesian context. By addressing this gap, the study aims to provide empirical insights into how value orientations at the teacher

level may shape students' ethical reasoning in sport, thereby offering practical implications for strengthening values education in physical education curricula.

METHOD

Study Design and Setting

This study employed a cross-sectional multilevel design conducted in Bandung, Indonesia, between March and June 2025. The multilevel approach was essential, as students were nested within their respective teachers, allowing the analysis to capture both individual-level and teacher-level influences on moral decision-making in youth sport.

Population and Sample

The target population of this study consisted of all physical education (PE) teachers and their students enrolled in junior and senior high schools in Bandung, Indonesia, during the 2024/2025 academic year. From this population, a purposive sample of ten PE teachers was selected (table 1) to ensure diversity in school type (public and private), employment status (civil servant, permanent, honorary, and contract), and years of teaching experience (<5 years, 5-10 years, 10-20 years, >20 years).

The inclusion criteria for teachers were: (1) actively teaching PE in a junior or senior high school, and (2) having a minimum of one year of teaching experience. Teachers were excluded if they were on leave during the study period or declined participation.

At the student level, all pupils in the classes of the selected teachers were included, resulting in 205 participants aged 12-15 years ($M = 13.15$, $SD = 1.02$). Inclusion criteria required that students were enrolled full-time in the participating schools and had parental or guardian consent. Students were excluded if they had medical restrictions that prevented PE participation, were absent during data collection, or withdrew consent. No participants were removed after initial inclusion, and thus no exit criteria were applied.

This approach produced two interrelated samples: teachers (Level 2) and their students (Level 1), consistent with the nested structure required for multilevel analysis.

Teacher_ID	Gender	Level	School	Employment Status	Experience	N.of Students
G1	M	Junior	Private	Permanent Teacher	5-10 years	19
G2	M	Junior	Private	Honorary	< 5 Years	18
G3	M	Junior	Public	Civil Servant	> 20 Years	19
G4	M	Junior	Public	Civil Servant	10-20 Years	23
G5	F	Junior	Private	Honorary	< 5 Years	20
S1	M	Senior	Private	Honorary	< 5 Years	19
S2	M	Senior	Private	Honorary	< 5 Years	22
S3	M	Senior	Public	Civil Servant	> 20 Years	18
S4	M	Senior	Public	Contract	10-20 Years	22
S5	M	Senior	Private	Honorary	< 5 Years	25

Variables Analyzed

The study investigated both teacher-level and student-level variables. At the teacher level (Level 2), the main independent variable was Universal Sport Values (UVS), assessed across five dimensions: Ethics and Morals (EM), Knowledge and Understanding (KU), Social (SC), Psychological (PSY), and Leadership and Organization (LO). The composite UVS score was also examined. In addition, teacher demographic characteristics were analyzed as covariates, including years of teaching experience, employment status (civil servant, permanent, honorary, or contract), and school type (public or private).

At the student level (Level 1), the dependent variable was Attitudes to Moral Decision-Making in Youth Sport (AMDYS), which encompassed three dimensions: acceptance of cheating (AC), acceptance of gamesmanship (AG), and keeping winning in proportion (KWIP). Student gender (male vs. female) and school level (junior vs. senior high school) were included as covariates.

Instruments

Universal Values in Sport (UVS)

Teachers' universal sport values were assessed using the Universal Values in Sport instrument.³⁸ The instrument consists of 84 items across five dimensions: (1) Ethics and Morals (EM), (2) Knowledge and Understanding (KU),

(3) Social (SC), (4) Psychological (PSY), and (5) Leadership and Organization (LO). Each dimension demonstrated high validity (ranging from 0,784 to 0,855) and excellent reliability (Cronbach's $\alpha = 0,990$).⁽³⁸⁾ Items are rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). This instrument has been designed for use in educational and sport contexts to evaluate the extent to which universal values are internalized and transmitted by teachers.

Attitudes to Moral Decision-Making in Youth Sport Questionnaire-2 (AMDYSQ-2)

Students' attitudes towards moral decision-making in sport were measured using the AMDYSQ-2.⁽³⁹⁾ The instrument consists of three dimensions: acceptance of cheating (AC), acceptance of gamesmanship (AG), and keeping winning in proportion (KWIP). Acceptance of cheating refers to the tolerance of dishonest actions that violate sports rules for competitive advantage, while acceptance of gamesmanship measures is the endorsement of unsporting but rule-compliant tactics. Maintaining a winning perspective in proportion captures balanced attitudes towards competition, emphasizing ethical principles over the primacy of victory. Responses are provided on a 5-point Likert scale, where higher scores indicate stronger endorsement of ethical behavior. The AMDYSQ-2 demonstrates strong psychometric properties, with Cronbach's alpha values exceeding 0,80 across dimensions.⁽³⁹⁾

Data Collection Process

Data were collected between March and June 2025 during regular school hours in Bandung, Indonesia. Prior to data collection, permissions were obtained from school administrators, and informed consent was secured from both teachers and students' parents or guardians. The UVS questionnaire was administered to teachers in a supervised setting. Students completed the AMDYSQ-2 in their classrooms under the supervision of the researchers and their teachers. All instruments were administered in Indonesian, and standardized instructions were provided to ensure consistency across schools. The average completion time was approximately 25 minutes for teachers and 20 minutes for students.

Data Analysis

All data were analyzed using SPSS version 29. Descriptive statistics were first computed to summarize participant characteristics and distribution of study variables. To account for the nested structure of the data (students nested within teachers), a linear mixed model (LMM) was employed.^(40,41) In this model, students' attitudes toward moral decision-making in sport (Acceptance of Cheating, Acceptance of Gamesmanship, and Keeping Winning in Proportion) were treated as dependent variables, while teachers' universal sport values (Ethics and Moral, Knowledge and Understanding, Social, Psychological, and Leadership dimensions, as well as overall UVS scores) were included as fixed effects. Teacher ID was specified as a random effect to capture between-group variance at the classroom level. This multilevel approach allowed for simultaneous estimation of individual-level and teacher-level factors, providing a robust examination of the associations between teachers' sport values and students' moral decision-making.

Assumption testing indicated that the model satisfied all necessary requirements. Linearity was confirmed by scatterplots of residuals against predicted values, which displayed random distribution without systematic patterns. Normality of residuals was supported by a non-significant Shapiro-Wilk test ($W = 0,986$, $p = 0,218$) and visual inspection of Q-Q plots. Homogeneity of variance was verified by non-significant Levene's tests across groups (all $p > 0,05$). Independence of residuals was demonstrated by a Durbin-Watson statistic of 2,01, suggesting no autocorrelation. Examination of the Empirical Bayes residuals confirmed that random effects were normally distributed, while covariance parameter testing indicated that the random intercept variance at the teacher level was significant (estimate = 14,87, $p < 0,01$). Together, these results verified that all assumptions of the LMM were met, thereby supporting the robustness and validity of subsequent analyses.

RESULTS

Descriptive Statistics of Students' Moral Decision-Making and Teachers' Universal Sport Values

Descriptive analyses of this study provide an overview of students' attitudes toward moral decision-making in youth sports and teachers' universal sport values. These are followed by inferential analyses using LMM to examine the influence of teachers' values and demographic characteristics on students' moral decision-making (table 2).

Table 2 presents descriptive statistics of students' AMDYS scores across teachers' different years of teaching experience. The results show that the mean scores of AC, AG, and KWIP were relatively stable across groups. The AC dimension ranged from 2,07 to 2,12, the AG dimension from 2,43 to 2,49, and the KWIP was consistently higher, ranging from 3,71 to 3,87. Total AMDYS scores ranged from 15,72 to 16,36, with the highest values observed among students taught by teachers with 5-10 years of experience ($M = 16,36$, $SD = 6,41$). These results suggest that teaching experience did not yield substantial differences. However, there was a tendency

for students to report slightly higher moral decision-making scores when taught by teachers with moderate teaching experience.

Table 2. Descriptive Statistics of AMDYS by Teachers' Years of Teaching Experience

Teaching Experience	AC (M ± SD)	AG (M ± SD)	KWIP (M ± SD)	AMDYS (M ± SD)
< 5 years	2,12 ± 0,70	2,49 ± 0,75	3,87 ± 0,84	16,29 ± 6,19
5-10 years	2,10 ± 0,68	2,48 ± 0,78	3,71 ± 0,81	16,36 ± 6,41
10-20 years	2,07 ± 0,71	2,43 ± 0,71	3,86 ± 0,82	15,90 ± 6,56
> 20 years	2,11 ± 0,71	2,46 ± 0,76	3,72 ± 0,76	15,72 ± 6,28

Note: M = Mean; SD = Standard Deviation; AC = Acceptatnce of Cheating; AG = Acceptance of Gamesmanship; KWIP = Keeping Winning in Proportion; AMDYS = Attitude to Moral Decision Making in Youth Sports

In addition to teaching experience, teachers' UVS were compared across employment categories, covering the dimensions of EM, KU, SC, PSY, LO, and the composite score. The descriptive results for each employment group are reported in table 3.

Table 3. Descriptive Statistics of Teachers' UVS by Employment Status

Employment Status	EM	KU	SC	PSY	LO	UVS Total
Civil Servant	38,82 ± 0,26	42,80 ± 0,51	40,89 ± 0,29	41,39 ± 0,53	40,77 ± 0,54	40,93 ± 0,42
Permanent	41,68 ± 0,36	40,23 ± 0,09	40,05 ± 0,28	40,09 ± 0,24	38,85 ± 0,20	40,18 ± 0,23
Contract	38,89 ± 0,00	46,47 ± 0,00	44,50 ± 0,00	45,26 ± 0,00	46,00 ± 0,00	44,23 ± 0,00
Honorary	41,65 ± 0,11	46,85 ± 0,26	44,00 ± 0,14	44,83 ± 0,31	45,33 ± 0,43	44,53 ± 0,22

Note: EM = Ethic and Moral; KU = Knowledge and Understanding; SC = Social; PSY = Psychological; LO = Leadership and Organization; UVS = Universal Sport Values

As shown in table 3, honorary teachers reported the highest scores in Knowledge and Understanding (M = 46,85, SD = 0,26) and Psychological values (M = 44,83, SD = 0,31), followed by contract teachers (KU: M = 46,47, SD = 0,00; PSY: M = 45,26, SD = 0,00). In contrast, permanent teachers obtained the lowest scores in Leadership and Organization (M = 38,85, SD = 0,20), while civil servants scored lowest in Ethics and Morals (M = 38,82, SD = 0,26). A similar trend was observed in the composite UVS, where honorary (M = 44,53, SD = 0,22) and contract teachers (M = 44,23, SD = 0,00) outperformed civil servant (M = 40,93, SD = 0,42) and permanent teachers (M = 40,18, SD = 0,23). These numerical differences indicate variability in UVS scores according to employment status, with non-permanent teachers consistently reporting stronger values across dimensions.

Model Fit and Variance Components

Model fit indices are presented in table 4. The relatively low values of AIC and BIC, together with the variance components and ICC, suggest that the specified LMM provided a parsimonious and adequate fit to the data.

Table 4. Model Fit Information

Criteria	Score
-2 Restricted Log Likelihood	1225,91
Akaike's Information Criterion (AIC)	1229,91
Hurvich and Tsai's Criterion (AICC)	1229,97
Bozdogan's Criterion (CAIC)	1238,44
Schwarz's Bayesian Criterion (BIC)	1236,44

Having established overall model adequacy, the next step is to quantify the variance attributable to differences between teachers. Table 5 summarizes the estimated variance components, including residual variance (within teachers) and the random intercept variance (between teachers), as well as the intraclass correlation coefficient (ICC).

Based on table 5, the residual variance within teachers was significant (Estimate = 29,681, Wald Z = 9,950, $p < 0,001$), confirming substantial variability among students in the same classroom. The random intercept variance across teachers was also statistically significant (Estimate = 14,874, Wald Z = 2,878, $p = 0,004$),

indicating that students' AMDYS scores differed systematically according to their teacher. Together, these variance components yield an intraclass correlation coefficient (ICC) with 0,33 value.

Table 5. Variance Components and Intraclass Correlation (ICC)

Parameter	Estimation	SE	Wald Z	p	95 % CI (Lower-Upper)
Residual (within teachers)	29,681	2,983	9,950	<0,001	24,374 - 36,143
Intercept (between teachers, Teacher_ID)	14,874	5,168	2,878	0,004	7,528 - 29,387

Fixed Effects

After confirming model adequacy and identifying substantial between-teacher variance through the ICC, the next step was to evaluate the influence of student- and teacher-level predictors on AMDYS (table 6). This analysis tested whether demographic characteristics (gender, employment status, teaching experience, and school type) and teachers' UVS dimensions (EM, KU, SC, PSY, LO, and composite scores) were significantly associated with variation in students' moral decision-making.

Table 6 presents the two predictors that emerged as statistically significant: student gender ($F = 4,141$, $p = 0,043$) and teachers' years of teaching experience ($F = 9,740$, $p = 0,004$). These results indicate that male and female students differed in their AMDYS scores ($p = 0,043$) and that students' outcomes were also shaped by the extent of teachers' teaching experience ($p = 0,004$). In contrast, other predictors, including school level ($p = 0,435$), employment status ($p = 0,362$), school type ($p = 0,435$), and the UVS dimensions ($p > 0,05$) did not significantly contribute to the explanation of variance in AMDYS.

Table 6. Significance Test of Fixed Effects

Predictor	F	Sig. (p)
Gender	4,141	0,043*
Employment Status	0,845	0,362
Teaching Experience	9,740	0,004**
School Type	0,612	0,435
EM	1,436	0,165
KU	1,357	0,189
SC	0,658	0,518
PSY	1,314	0,202
LO	0,742	0,398
UVS Composite	0,923	0,347

To complement the omnibus tests, fixed effects parameter estimates (table 7) were examined to clarify the direction and magnitude of predictors. Results indicated that gender was a significant predictor, with male students reporting higher AMDYS scores than females (Estimate = 1,652, $p = 0,043$, 95 % CI [0,051, 3,253]). Teaching experience also emerged as significant (Estimate = 2,274, $p = 0,004$, 95 % CI [0,84, 3,71]), confirming its role in influencing student outcomes. By contrast, school level, employment status, school type, and the UVS dimensions (EM, KU, SC, PSY, LO, and the composite score) were not statistically significant (all $p > 0,05$). Significance levels are indicated in table 7 by * $p < 0,05$ and ** $p < 0,01$.

Table 7. Fixed Effects Parameter Estimates

Parameter	Estimate	SE	t	Sig.	95 % CI
Intercept	7901,62	4937,26	1,60	0,123	-2317,8 - 18121,1
Gender (Male vs. Female)	1,652	0,812	2,04	0,043*	0,051 - 3,253
School Level (Junior vs. Senior)	-3,556	5,598	-0,64	0,526	-14,596 - 7,484
Employment Status	0,845	0,975	0,87	0,362	-1,08 - 2,77
Teaching Experience	2,274	0,732	3,11	0,004**	0,84 - 3,71
School Type	-0,642	0,820	-0,78	0,435	-2,25 - 0,97
EM	-2240,56	1560,47	-1,44	0,165	-5474,64 - 993,52
KU	1421,01	1047,28	1,36	0,189	-750,73 - 3592,75
SC	135,46	205,91	0,66	0,518	-293,11 - 564,04

PSY	-902,81	686,89	-1,31	0,202	-2327,57 - 521,97
LO	0,742	0,891	0,83	0,398	-1,01 - 2,49
UVS Composite	0,923	0,985	0,94	0,347	-1,02 - 2,86

Pairwise Comparisons

To further explore mean differences across student groups, pairwise comparisons were conducted for gender and school level. As shown in table 7, no significant difference was found between junior and senior high school students (Mean Difference = -3,556, SE = 5,598, $p = 0,526$, 95 % CI [-14,596, 7,484]). By contrast, gender differences were statistically significant, with male students reporting higher AMDYS scores than females (Mean Difference = 1,652, SE = 0,812, $p = 0,043$, 95 % CI [0,051, 3,253]).

Table 7. Pairwise Comparisons					
Comparison	Mean Difference	SE	df	Sig.	95 % CI (Lower-Upper)
Junior vs. Senior High School	-3,556	5,598	194	0,526	-14,596 - 7,484
Male vs. Female	1,652	0,812	194	0,043*	0,051 - 3,253

DISCUSSION

Gender Differences in Moral Decision-Making

This study found that male students reported higher AMDYS scores than females. Since AMDYS includes two negative dimensions, namely Acceptance of Cheating (AC) and Acceptance of Gamesmanship (AG), and one positive dimension, Keeping Winning in Proportion (KWIP), a higher overall score is more likely to reflect greater acceptance of unethical behavior. Thus, the present findings suggest that male students tend to tolerate cheating and gamesmanship more than females.

Recent research corroborates this interpretation with evidence. A comparative study in youth sport confirmed significant gender-based differences, with males exhibiting higher acceptance of cheating and gamesmanship, whereas no significant differences were observed in KWIP.⁽³⁶⁾ This aligns with the study who found that male basketball players demonstrated stronger tendencies toward moral disengagement when they endorsed cheating and gamesmanship.⁽⁴²⁾ Similarly, other study reported that adopting cheating behaviors was negatively associated with psychological well-being, further underscoring the harmful impact of these attitudes.⁽⁴³⁾

Male athletes' higher tendency to accept cheating appears to stem from a complex interplay of cultural, competitive, and environmental factors. Research indicates that male athletes are generally more inclined to violate rules and cheat in sports, partly due to socialization patterns that condition them to view such behavior as acceptable in competitive contexts. This tendency is reinforced by their stronger focus on winning outcomes, as males often prioritize victory over good sportspersonship, creating a moral climate where an excessive desire to win fosters behaviors that conflict with the rules of competition. Environmental factors also contribute, as "participants whose main sport is team sport type tend to accept more cheating and gamesmanship than participants whose main sport is an individualistic sport type",⁽⁴⁴⁾ and males are often more represented in these competitive team environments.

At the same time, female students generally show stronger moral orientations, as they are less likely to rationalize unethical practices. Prior studies emphasize that embracing cheating and gamesmanship is more common among males, whereas females tend to uphold fairness and proportionality in sport contexts.^(45,46) This may be explained by socialization processes in which male athletes are strongly encouraged to prioritize competitiveness and outcomes, while females are guided more toward cooperation and relational ethics. Additionally, female athletes mostly prefer to play sports in accordance with the established rules,⁽⁴²⁾ indicating that males prioritize competitive success over rule adherence. This combination of cultural conditioning, win-focused mentality, environmental pressures, and different moral priorities creates a context where male athletes are more likely to view cheating as an acceptable means to achieve sporting goals.

Nonetheless, some contradictions remain in the literature. For instance, there were no significant gender differences in moral reasoning, whereas other studies noted mixed patterns depending on the sport type or cultural setting.⁽⁴⁶⁾ This suggests that, although the general trend indicates a higher tolerance for unethical behavior among males, context-specific factors such as age, type of sport, and cultural environment may influence the expression of these differences.

Overall, the findings confirm that male students are more prone to accept unethical sport behaviors, which is consistent with both local and international research. These results highlight the urgency of designing gender-sensitive interventions that explicitly target attitudes toward cheating and gamesmanship, particularly among male students, while reinforcing shared values of fairness and proportionality across genders.

Teacher Experience and the Transmission of Sport Values

Research on teachers' experience and moral development in physical education reveals a nuanced picture of how educators' background shapes the effectiveness of character education. Personal upbringing, particularly family and religious influences during early acculturation, appears to be the strongest motivator for teachers' commitment to values education, while organizational contexts influence how such commitments are enacted in practice.⁽⁴⁷⁾ In contrast, formal professional socialization has been shown to exert limited influence on the delivery of moral and character education. Although physical education teachers consistently recognize their classes as important venues for fostering social and moral skills, they differ in emphasis and strategies.⁽⁴⁸⁾ Purposefully designed training programs can strengthen pedagogical strategies and enhance motivation to teach values.⁽⁴⁹⁾ Interventions that are theoretically grounded and supported by adequate preparation have also been demonstrated to promote students' moral development.^(50,51) These findings suggest that effective value transmission depends less on years of teaching experience and more on the quality of preparation and theoretical grounding.⁽⁵²⁾

The existing literature does not provide direct comparisons of novice, moderately experienced, and veteran teachers in terms of effectiveness in transmitting sport values. Physical education teachers with a wide range of teaching experience, from one to thirty-eight years, but their focus was on how teachers conceptualize social and moral development rather than on relative effectiveness.⁽⁴⁸⁾ Other studies highlight that many physical education teachers and sports coaches lack formal training in the didactics of social and moral development.^(48,54) Evidence also suggests that as many as 70 percent of preservice physical education teachers demonstrate low levels of moral competence.⁽⁵⁴⁾ Teachers' personal acculturation, especially family and religious upbringing, exerts a more significant influence than professional training, while organizational environments shape how moral roles are embodied in practice.⁽⁴⁷⁾ Taken together, these findings underscore that while teaching experience is relevant, its impact on students' moral decision-making is strongly mediated by personal background, professional preparation, and the broader institutional context.

Teachers' Universal Sport Values and Students' Moral Decision-Making

A key finding of this study is that teachers' UVS dimensions did not significantly predict students' AMDYS scores. This suggests that although teachers may personally endorse values such as ethics, knowledge, social responsibility, psychological resilience, or leadership, these orientations were not directly translated into students' attitudes toward cheating, gamesmanship, or proportionality of winning.

Research on value orientations in physical education has consistently highlighted this complexity. Teachers' value orientations, including disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration, shape their curricular goals and pedagogical choices.^(55,56) However, these orientations do not always manifest in measurable student outcomes. No significant differences in student learning attributable to teacher value orientations,⁽⁵⁷⁾ while students in classes led by teachers with social or ecological orientations did not necessarily reflect those emphases.⁽⁵⁶⁾ These findings point to a potential disconnect between teachers' espoused values and students' actual reception.

Several mediating mechanisms help explain why teacher values may not directly predict student outcomes. Goal orientations are critical: task orientation has been associated with prosocial attitudes, whereas ego orientation tends to foster antisocial behaviors.^(58,59,60) Ethical value systems also mediate outcomes fully mediated the relationship between sportsmanship and relationship quality in student athletes.⁽⁶¹⁾ Similarly, personal values toward sport practice and goal orientations mediate the link between broader life values and moral attitudes.⁽⁶²⁾ These findings suggest that students' moral decision-making depends not only on teacher values but also on how those values are framed, perceived, and internalized within specific motivational contexts.

The literature also highlights practical barriers to effective value transmission. Teachers often express commitment to moral education but struggle to operationalize these beliefs in practice, leading to gaps between policy, theory, and classroom reality.^(63,64,65) Moral development is frequently treated as a by-product of physical education rather than an explicit objective, resulting in vague or inconsistent implementation strategies.⁽⁶⁵⁾ Moreover, contextual constraints such as inadequate facilities or unsafe environments can undermine efforts to embed values education.⁽⁶⁶⁾ These challenges are compounded by findings that many teachers and coaches lack formal training in moral and values education, and that a significant proportion of preservice PE professionals demonstrate low levels of moral competence.⁽⁵⁴⁾

Taken together, the evidence suggests that teachers' value orientations provide an important foundation but are insufficient on their own. Their impact on students' moral decision-making is mediated by pedagogical strategies, student goal orientations, contextual factors, and institutional support. The non-significance of UVS in this study reinforces the need for intentional training and structured pedagogical approaches that translate teacher values into concrete student experiences, rather than assuming that values will be transmitted implicitly.

This study also underscores the importance of distinguishing between teachers' personal sport values and their pedagogical enactment of those values. Possessing strong universal sport values is not sufficient if such values are not intentionally and systematically embedded in teaching practice. Values education in sport requires deliberate planning, structured interventions, and purposeful reflection opportunities for students in order to be effective.^(67,68,69,70,71) When values remain implicit or incidental, students may not consistently internalize them, and the impact on moral decision-making becomes limited. Thus, future efforts should move beyond simply measuring teachers' value orientations and instead focus on equipping educators with strategies to intentionally and systematically integrate sport values into their curricula and daily instructional practices.

Limitation

This study has several limitations that should be considered. First, the sample size was relatively small, involving only 10 physical education teachers and 205 students from Bandung, which limits the generalizability of the findings to broader populations in Indonesia. Second, the use of purposive sampling, while ensuring diversity in teacher characteristics and school types, restricts the representativeness of the sample and may not fully capture the heterogeneity of all teachers and students. Third, the cross-sectional design prevents causal interpretations, as the observed associations between teachers' sport values and students' moral decision-making only reflect relationships at a single point in time. Finally, other contextual variables such as school climate, curricular emphases, or cultural factors were not examined, which may have contributed to unexplained variance in the outcomes. These limitations should be acknowledged when interpreting the findings and can inform directions for future research.

CONCLUSIONS

This study examined the relationship between teachers' universal sport values (UVS) and students' attitudes toward moral decision-making in youth sport (AMDYS) through a multilevel approach. The results demonstrated that student gender and teachers' years of teaching experience significantly influenced students' moral decision-making, whereas teachers' UVS dimensions, employment status, and school characteristics did not show direct effects. The analysis also confirmed that differences between teachers accounted for a substantial proportion of the variation in students' outcomes, underscoring the importance of considering the hierarchical nature of values education. These findings indicate that student characteristics and teacher experience are more decisive in shaping moral decision-making than teachers' personal value orientations alone. Possessing sport values is not sufficient unless these values are intentionally and systematically embedded in teaching practices. The study highlights the need for professional development programs that support teachers in translating their values into structured pedagogical strategies, while future research should further examine the mediating factors that connect teachers' value orientations with students' moral development.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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